

E-Portfolio Assessment as of Spring 2019

Background

The e-portfolio replaced the comprehensive exam in Spring 2013 as the end-of-program assessment for the MS LIS program. The main section in the e-portfolio covers the eight program goals, which are based on the eight core competencies of the American Library Association (ALA)¹. In this section students provide evidence from their coursework (i.e. assignments and projects) and write reflections for each goal explaining how their learning from the evidence satisfies the respective program goal. Each e-portfolio is reviewed independently by two DLIS faculty. The minimum grade to “pass” the e-portfolio assessment is 80%. If the outcomes (Pass/Fail) from the two reviewers differ, a third faculty member is assigned by the Director to review the e-portfolio and render a decision. E-Portfolio reviews coincide with the Summer, Fall, and Spring graduation cycle. Digication is the platform used by the students to create their e-portfolios.

To ensure student understanding of the purpose of the e-portfolio, the recommended practice of its development over the program of study, and the use of the development platform Digication, the following policy is in place:

- 1) Students are introduced to the e-portfolio at the new student orientation.
- 2) Workshops on the e-portfolio and Digication, are offered each semester, recorded, and posted online.
- 3) Assignments in one core course provides practice in using Digication.
- 4) The e-portfolio assessment rubric is covered at the new student orientation and in each workshop, and is available online.

A student failing the e-portfolio assessment meets with the Director to discuss a plan to improve the e-portfolio for review next term. At this time, all students who failed, passed the review in the following term.

Summary

The results since inception are summarized in Table 1. An academic year in the table consists of all reviews in that year’s graduation cycle (i.e. summer, fall, and spring). The average difference statistic (Ave Diff) measures the consistency of the grading by the two reviewers. A high Ave Diff statistic may indicate different expectations among the faculty.

The pass rate for 2018-2019 (Table 1) and overall (2013-2019, Table 2) are 96.9% and 96.7% respectively, close to the target pass rate of 100%. The Ave Diff increased in 2018-2019 to 8.3 which resulted in a corresponding overall increase to 6.7.

¹<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetencies/finalcorecompstat09.pdf>

Table 1. E-Portfolio Summary By Academic Year

	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Total	32	24	30	24	31	18
Total passed	31	22	30	22	31	17
Pass rate	96.9%	91.7%	100%	92%	100%	94%
Average (all portfolios)	91.0	89.3	93%	93%	93%	89%
Average (wo failures)	91.8	90.5	93%	95%	93%	92%
Ave Diff	8.3	6.7	5.0	5.3	7.5	8.5

Table 2. Overall Statistics

	2013-2019	2013-2018	2013-2017	2013-2016
Total	181	149	125	95
Total passed	175	144	122	92
Pass rate	96.7%	96.6%	97.6%	96.8%
Ave Diff	6.7	6.3	6.3	6.7

Feedback from students, faculty, alumni, and information professionals at meetings and conferences confirm the value of the e-portfolio as a measure of student learning and to distinguish graduates to future employers.

The e-portfolio assessment rubric is reviewed annually. Since its introduction in 2013, there have been two changes: 1) clarification of the reflection for each program goal and 2) the revision of the Design requirement (15%).

The 2018-2019 results will be discussion at the first faculty meeting in September, with particular attention on the increase in the Ave Diff statistic.